Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Comprehensive Core Reading Program Self-Evaluation

A completed self-evaluation must be submitted on or before October 31, 2011 to: textbook@doe.in.gov.

Subject Area in which submitting	Reading
Category for which submitting	Comprehensive Core Reading Program
Publisher	School Education Group, a division of The McGraw-Hill Companies, Inc.
Title of submission	Wright Group LEAD21
Copyright date	2011
Intended Grade Levels	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐

In addition to the information required on this form, please also submit an attachment of the following documents:

- Licensing Policy and Agreements (required for digital programs only)
- A complete scope & sequence for each applicable grade level that analyzes how instruction progresses throughout the program
- Correlation to curriculum standards (Indiana's Academic Standards & Common Core State Standards)

Guidance on completing the form:

- Be as thorough as possible, as this will be provided to the reviewers of your program and will be made public as part of the review guidance provided to school corporations.
- While text is required in each section, you may want to submit additional documents that offer further explanation of the requested information.

PREPARATION OF SELF-EVALUATION

Person preparing the self-evaluation:

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_____
Signature

10/27/11
Date

WHAT STATES OR LARGE DISTRICTS HAVE ADOPTED THIS SUBMISSION?

Springfield, MA
Topeka, KS
Ankeny, IA
Deerfield, IL
Wisconsin Dells, WI
Seattle SD, WA
Parkland, PA
Groton, CT
Central Bucks, PA
Frontier, NY

HOW DOES YOUR PROGRAM MEET THE NEEDS OF ALL STUDENTS?

Please provide the research to support the learning needs of all students within your program.

English Learner Students:
Wright Group LEAD21 has a strong research-based ELL component. Scaffolding, instructional accomodations and instruction are provided for English Language Learners during whole group instruction as well as for all four levels of differentiated instruction. This ensures that regardless of the reading level of the student, all learners at varying language levels will have the support they need to make gains and be successful learning grade level skills.

One component of the ELL research-based routines is a six-step Vocabulary Routine to address all of the major components of second-language mastery. The routine magnifies the time spent on vocabulary acquisition so that students gain background for the words, develop phonemic awareness for correct pronunciation, acquire linguistic knowledge to master inflected endings and derivative forms of words, and practice using the words to master syntax. LEAD21 follows up this vocabulary work with a pedagogically sound instructional model to teach reading comprehension.

The gradual release of responsibility model begins with explicit instruction and moves students to independent use of skills to engage comprehension. After pre-teaching key vocabulary, an important character trait, or a step in a science experiment, LEAD21 practices the following steps to ensure reading comprehension and establish a foundation for writing: Explicit Instruction; Teacher Modeling/Thinking Aloud; Collaborative Use of the Strategy; Guided Practice; Independent Use. Finally, LEAD21 incorporates many scaffolding supports for the English language learner to guide the teacher and reinforce student learning. For more information on the LEAD21 ELL research base see attached document titled: "English Language Learners".

Special Education Students: Wright Group LEAD21 includes resources for students with varying needs. While ensuring that all students have access to grade-level content, LEAD21 also provides instruction and materials for students with special needs. LEAD21, a K-5 reading program provides literature that spans 9 grade levels with texts that are age and grade appropriate.

LEAD21 stands out from the traditional basals in its Differentiated Reading component. It fulfills four functions: first, it provides targeted, scaffolded instruction as an intervention for students with similar needs. Second, it provides explicit instruction and demonstrations to smaller groups of students: Intensive, Strategic, Benchmark,

and Advanced Readers. Third, it is designed to be a forum for response across a shared text when a small group of students have read the same text and are asked to collaborate on their response to the text. Lastly, and related to the third function, Differentiation in LEAD21 becomes a forum for response across texts when a small group of students have read different, but related texts.

The Differentiated Readers fulfill this last need and is the primary reading text in the program, written for four levels of readers. Five guiding principles govern the instructional plan for Differentiated Reading in LEAD21: 1. The need to differentiate instruction; 2. The need to provide equitable access to high-quality instruction for all students and reduce the stigma of being a struggling reader; 3. The desire to shift teacher focus from student progress to student proficiency; 4. The need for acceleration of below-level readers; and 5. The desire to follow a gradual release model of instruction.

LEAD21 incorporates a grouping structure designed to address the needs of all students in the class to help them successfully learn to read. For more information on accomodating varying needs, see attached research base document: "Differentiation and Acceleration Through Small-Group Reading Instruction".

High Ability Students: Every week students reading and performing above grade level are provided with text and instruction to meet their specific needs. While the entire class is reading, writing, and discussing the same topics, students at an advanced level are provided with reading materials that will engage and challenge them while still being part of the whole class and small group dynamics. Advanced differentiated readers include selections in engaging science and social studies topics and are followed with independent practice and research to ensure that high ability students are engaged, challenged, and continuously making gains.

DESCRIPTION OF SUBMISSION

1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE COMPREHENSIVE CORE READING PROGRAM *The Comprehensive Core Reading Program (CCRP) is comprised of the items necessary to meet the standards and requirements for which it is designed and submitted.*

1a. Educational Approach
As part of this section, include a description of the educational approach of the submission. The information provided here will be used as a program description in the case of state approval.

Wright Group LEAD21is is a K-5 literacy program ensuring all students not only learn the reading basics (oral language development, phonics, fluency, vocabulary, comprehension, writing/language arts) but are also proficient in 21st century skills by building stamina in accessing, evaluating, and presenting information as well as collaborating to understand information and creating new information (see attached Strategy and Skill Matrix; Phonics Scope and Sequence; and Writing Scope and Sequence).

The major portion of the reading instructional block of LEAD21 incorporates three components: Interactive Reading (whole-class, community reading, which includes read-alouds); Differentiated Reading (small-group reading, which includes the principles of guided reading); and Independent Reading. The core of LEAD21 is built around the Differentiated Readers. LEAD21 is comprised of eight 4-week themes at each grade level. These 4-week units include extended reads for introducing skills, and multiple shorter reads at four different reading levels (intensive, strategic, benchmark, advanced) for small groups. Over 900 titles spanning over 9 grade levels ensure that all students are engaged in the proper texts. LEAD21 has been specially designed with more titles at the lower grades and more levels at the upper grades to ensure the most reading acceleration and the widest range of reading levels. Science and Social Studies topics and standards are incorporated to save teachers time and make learning meaningful and engaging for students. All 4-week themes are also

connected to research and inquiry as well as oral language and writing for a complete literacy program and include all resources in an interactive, online format.

A solid base of research shows that students learn reading best when they have access to a full range of instruction geared to various grouping sizes. In addition, research shows that the exclusive use of one grouping pattern tends to widen the gap between below-level readers and advanced readers. In Wright Group LEAD21, the small-group concept is enhanced. It includes all the common expectations of guided reading, but also encompasses teaching methods to address both differentiation and acceleration. Learning opportunities are reflected in four key components that define reading instruction in LEAD21: reading to the students, reading with the students in large groups, reading with the students in small groups, and reading done by the student (Mooney 1990). In LEAD21 the typical components of a comprehensive literacy program do not stand alone as separate and unconnected activities. An intentional effort has been made to link instruction thematically across the literacy block. Effort has also been made to design the large-group, small-group, and independent activities collectively so that they offer a smooth flow of instruction in connected experiences (McLaughlin and Allen 2002). See attached research base documents:
"Differentiation and Acceleration Through Small-Group Reading Instruction"
"Reading Comprehension"
"Reading, the DIgital Classroom, and LEAD21"
"Writing"
"Phonemic Awareness and Phonics Instruction"
"Early Childhood Literacy Development"
"Vocabulary Teaching and Learning"
"Fluency"

1b. Teacher components of the Comprehensive Core Reading Program
(Please include the format description of each item & alignment with scientifically-based reading research.)

The core teacher components (listed below) provide teachers with instruction for whole and small groups. This includes read-alouds, modeled instruction for whole group, and explicit small group instruction for small groups at four levels of differentiation: intensive, strategic, benchmark and advanced. Using these core teacher materials, along with the core student materials, allows teachers to meet the needs of all students with both instruction and texts. Research supporting this foundation includes four levels of grouping on a weekly basis:
• Whole-group teaching directed at the entire class
• Differentiated small-group instruction for homogenous groups
• Study Station work for homogenous groups
• Weekly Inquiry Projects for heterogeneous groupings
All students within one classroom move from heterogeneous whole-groups to homogeneous small-groups, and to heterogeneous small-groups within the span of one week. Four Benchmark Weeks are built in to allow teachers to assess placement in the small reading groups. Whole-class shared reading and small-group reading are linked thematically. The Literature Big Books, Concepts Big Books, and the Theme Reader—for shared reading experiences—are thematically linked to the Differentiated Readers, developed at each of four reading levels for small-group instruction. Whole-group instruction is used to introduce themes, develop vocabulary, and share small-group reading experiences. The Differentiated Readers, used in the small groups, extend the whole-group reading themes so that all students continue with the topic at their own instructional level—gaining unique perspectives on the theme. Then, back in the whole-class experience, each member has unique information to share with the class. Small-group work encompasses not only guided reading principles, but is also the chief means for differentiation. Lesson plans for small-groups are designed for more intense instruction for Intensive and Strategic level students.

CORE TEACHER COMPONENTS:
• Teacher Lesson Guides (K-5): 8 units per grade; available in print and digital formats; include whole and small group instruction in comprehension, vocabulary, fluency, phonics, phonemic awareness, writing/language arts, oral language and inquiry.

• Literature and Concept Big Books (K-2): 16 titles per grade; available in print and digital formats; 8 literature titles and 8 science/social studies titles connected to whole group skill instruction and available in lap-size.

1c. Student component of the Comprehensive Core Reading Program
(Please include the format description of each item and alignment with scientifically-based reading research.)

The core student components (listed below) provide students with the reading materials necessary to expose students to grade-level texts, provide modeled texts, provide quality fiction and nonfiction literature, and ensure that all students have access to reading levels that will help them in gaining the most reading improvement. These student resources, along with the core teacher resources, present the instruction and reading materials that are aligned with what students need to be successful in today's world. In LEAD21, a guiding principle is acceleration. Care has been taken to make sure that learning opportunities provided during small group work will close the gaps between learners and accelerate the progress of those learners with the greatest needs. This is accomplished through the following elements:
• Materials designed so that the number of texts with which students work equalizes practice opportunities across groups
• Texts designed with common features which allow a student to move more quickly to more difficult texts
• Targeted instruction within Guided Reading
• Links between Guided Reading and other components of the instructional lesson
In LEAD21, Guided Reading follows a gradual release model. (Au and Raphael 1998; Pearson and Gallagher 1983; Wilhelm 2001). This occurs in two ways: across the literacy block, and within the Guided Reading lesson. First, Guided Reading is connected to what happens in large-group activities. Guided Reading is seen as the opportunity to practice with guidance what has been taught and modeled in the large-group setting and is also connected to student independent work. This design is to equip students to transfer what has been learned toward self-initiated, self-regulated literacy activities.

CORE STUDENT COMPONENTS:
• Theme Readers Grades K-2: Lap-size format of Literature Little Books (8 titles); available in print and digital formats; connected to whole group skill instruction, teacher modeling and independent reading.

• Theme Readers Grades 3-5: Student anthologies containing multiple fiction and nonfiction selections; available in print and digital formats; connected to whole group skill instruction with motivational grade-level appropriate texts which allow all students to access grade-level texts in a shared environment.

• Differentiated Readers (K-5); 4 levels (intensive, strategic, benchmark, advanced) for every week of instruction connected to the Theme Readers at each grade; available in print and digital formats; explicit small group instruction allows all students to learn based on need while providing age appropriate texts connected to weekly themes and science and social studies standards.

DESCRIPTION OF SUBMISSION

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS *Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).*

2a. Ancillary Materials – Teacher Components
(Please include the format description of each item and alignment with scientifically-based reading research.)

For many students, additional ancillary teacher components (listed below) are necessary in order to meet their varying learning styles, abilities, reading levels, and language levels. LEAD21 incorporates multiple additional materials to help meet all of these varying needs. Hands-on manipulatives, pictures, paper and pencil practice, blackline masters, graphic organizers, parent letters, and digital resources are some of the components included in the program to help meet these needs and provide teachers with ample resources to help students fully comprehend newly introduced skills. In order to effectively teach young students to comprehend what they read, researchers have identified specific strategies that

proficient readers use, and following their lead, state education departments have incorporated their findings into statewide mandated curricula and standardized assessments. LEAD21 incorporates a strong instructional plan based on research. The Pearson and Gallagher (1983) gradual release of responsibility model has been built into every lesson across all units. It includes five steps to move students from active listening about the strategies and skills to independent use of them: Explicit Instruction; Teacher Modeling/Thinking Aloud; Collaborative Use of the Strategy; Guided Practice; and Independent Use. The constructive combination of strategies and skills along with a positive instructional plan provide teachers with solid support in the classroom, and students with abilities to support a lifetime of reading success. This instructional process, along with ancillary materials to support the instruction and practice of these skills make LEAD21 a successful literacy program. LEAD21 has carefully chosen and created the necessary teacher materials to aid in the most acceleration of reading levels and the understanding of reading skills. These additional items that contribute to the core, listed below, provide teachers with meaningful resources while keeping the program manageable and effective.

ANCILLARY TEACHER COMPONENTS:

• Program Implementation Guide (K-5): An easy-to-follow guide provides suggestions and ideas for classroom management and implementation; available in print and digital formats Oral Language/Writing

• Models Chart (K-5): A large teaching chart allowing teachers and students to engage in discussions to develop language and writing; available in print and digital formats

• Assessment Handbook (K-5): A handbook to aid teachers in planning and implementing LEAD21 assessements as well as using results to guide isntruction; available in print and digital formats

• Resource Masters (K-5): A collection of blackline masters that support daily instruction and learning; available in print and digital formats

• Home Connection (K-5): A collection of blackline masters including parent letters in multiple languages as well as practice and eBook activities; availabl in print and online

• Quarterly Banechmark Assessments (K-5): Consumable assessment books administered four times per year (can be taken online); available in print and digital formats

• Differentiated Unit Assessments (K-5): Blackline Masters of unit assessments at four levels (intensive, strategic, benchmark, advanced); available in print and digital formats)

• Weekly Assessments (K-5): Blackline Masters of weekly skill assessments; available in print and digital formats

• Alphabet Rhyme Big Book (K): An engaging poem for each letter of the alphabet; available in print and digital formats

• Alphabet/Sound Cards (K): manipulative cards to support alphabetic knowledge and handwriting; available in print and digital formats

• Sound-Spelling Cards (1-2): Manipulative cards to help students make connections to sounds and common spellings; available in print and digital formats

• Picture Cards (K): Manipulative cards to reinforce letter/sound recognition; available in print and digital formats

• Letter Cards (K-2): Manipulative Letter Cards to support phonics and Study Station activities; available in print and digital formats

• Word Sort Cards (1-2): Manipulative cards help students make connections between sound and letter patters; available in print and digital formats

• Word Building Cards (1-2): Manipulative cards representing 200 phonetic elements; available in print and digital formats

• ePlanner (K-5): Customizable lesson planner with daily plans, obejectives, materials and resources; available online

• eAssessment (K-5): Online assessments with tools for scoring, reporting and remediation suggestions. Inlcudes LEAD21 Placement and Benchmark Assessments; available in print and digital formats

• Group Manager (K-5): Online management tool to create small groups and assign activities; available online

• ePractice Reports (K-5): Online reports and assignments of student ePractice; available online

• eTools (K-5): Interactive resources to support writing, inquiry, collaboratiobn and vocabulary development; available online

2b. Ancillary Materials – Student Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

LEAD21 provides explicit instruction and age-appropriate opportunities to practice skills both in print and online. Engaging and meaningful practice opportunities are provided in the additional ancillary student components (listed below). This includes interactive, digital practice, pencil and paper practice, centers connected to weekly learning, and differentiated practice. The combination of all these pieces, along with the core teacher and student materials, provide classrooms, teachers and students with the effective and efficient materials to reach all students, engage students in meaningful activities

on their own, and prepare them for success in 21st Century learning. Wright Group LEAD21 is solidly based on research, which shows that proficient readers choose and apply multiple strategies and related skills in all three phases of the reading process: before, during, and after reading. All the strategies and skills in LEAD21 are explicitly taught. Within each instructional unit, students work with strategies in both fiction and nonfiction texts, and they are encouraged to work cumulatively with all the strategies they have learned thus far. The gradual release of responsibility model (Pearson and Gallagher 1983) forms the basis for each instructional episode. The varying complexities of the reading texts found in LEAD21 provide ample opportunities for students to apply various combinations of skill and strategy use, arming students with powerful tools for achieving reading success. All literature is designed for the most reading acceleration possible. This is enhanced by student practice materials with the teacher and on their own. Practice books, Study Stations, Interactive, online practice and more help to accelerate that growth and make the learning more meaningful. Online and Offline learning, combined with research-based instruction and engaging meaningful practice make LEAD21 successful in differentiating and accelerating student learning and growth.

ANCILLARY STUDENT COMPONENTS:
• Pre-Decodable and Decodable readers (K-2): Multiple readers at grades K-2 reinforcing phonics and high frequency words practice; avaiable in print and digital formats
• Study Station Flipcharts (K-5): Movable activity stations in Vocabulary, Writing, Reading, and Word Study; available in print and digital formats.
• Study Station Flipcharts (K-5): Movable activity stations in Vocabulary, Writing, Reading, and Word Study; available in print and digital formats.
• Practice Companion (K-5): Full-color consumable practice books include meaningful reinforcement of weekly skills; available in print and digital formats
• Intensive Practice Companion (1-5): Blackline Masters of Practice pages reinforce weekly skills at the intensive level; available online
• Strategic Practice Companion (1-5): Blackline Masters of Practice pages reinforce weekly skills at the Strategic Level; available online
• Phonics Companion (K-2): Full-color consumable practice books reinforce daily phonics and connect to Decodable Readers; available in print and digital formats
• Virtual Field Trip (K-5): Engaging videos that allow students to gain experiences and deepen understanding; available online
• Online Coach (K-5): A virtual coach that allows students to read text independently while scoffolding instruction, building background, and helping students understand text features and vocabulary for each reading selection; available online
• ePractice (K-5): 4 levels of differentiated, interactive practice specific to unit skills; available online
• eTools (K-5): Online activities aiding students in 21st Century Skills such as interactive writing and online collaboration, and inquiry projects; available online

2c. Does your program have a companion intervention included with this submission?

Wright Group LEAD21 includes resources for Tiers I and II. The intensive and strategic readers are both at an intervention level with the intensive level meeting the needs of students with reading levels more than two grade levels below. These texts, along with intensive, explicit instruction provide resources connected to Tier I instruction, themes, science and social studeis content, and allow students to make meaningful connections.

PROFESSIONAL DEVELOPMENT

3. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? *Describe the training and ongoing professional development available from the publisher for successful implementation of the program, as well as the cost associated with each session and the delivery method (online, in-service, etc.).*

In your description, please address the following:
Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).

- *Initial and ongoing professional development customized to meet the needs of teachers, literacy coaches, and principals.*
- *Teacher instruction in the administration and interpretation of assessment that accompany the program.*
- *Recurring professional development for new and returning teachers, literacy coaches, and principals for the duration of the LEA contract.*

Professional Development Statement

I. McGraw-Hill School Education Group's Commitment

McGraw-Hill is committed to assisting educators achieve their reading curriculum goals through interactive training sessions and workshops that address research-based practices and strategies. Our comprehensive initial implementation training and on-going professional development options provide a variety of sessions and products designed to enhance teaching and learning. All initial on-site- training as well as required follow up sessions will be provided at no charge.

II. Planning Meeting

Upon the adoption of Macmillan/McGraw-Hill Treasures, SRA Imagine It, or Wright Group LEAD21 an initial meeting will be scheduled with district curriculum leaders and McGraw-Hill School Education Group representatives to discuss district goals and objectives and to develop a customized training plan.

Initial training will delivered on-site by experienced McGraw-Hill School Education Group consultants. Options for follow up sessions include additional consultant lead sessions, train-the-trainer packages, webinars and on-line training.

III. Initial Implementation Training

A. Initial Program Inservice
The goal of the initial implementation sessions is to provide teachers with a thorough introduction to their new reading program. These program-specific sessions are designed to assist classroom teachers, literacy coaches and administrators in implementing their new reading program with fidelity. This session translates research into practice and will be customized to meet district preferences and needs. Initial implementation includes topics such as:

•Overview of Print Resources
•Overview of Digital Resources
•Overview of Common Core State Standards
•Program alignment to and built-in support for the Common Core State Standards, ELA
•Lesson Overview
•Instructional Support and Tools for Teaching:
- Phonemic Awareness and Phonics
- Vocabulary
     Tier 2, Academic Language
     Tier 3, Domain Specific Vocabulary
- Building Fluency
- Comprehension

- Whole Group and Small Group Instruction
- Classroom Organization and Management
- Differentiated Instruction
- RtI Support and Resources
- Assessment Options
- Language Arts Instruction
- Differentiated Spelling
- Writing Instruction

B. Hands-on Technology Training
This session provides hands-on training for maximizing the power of program digital resources. Internet and device (computer or tablet) access for teachers is required for this session.

IV. On-going Support

For the life of the adoption the McGraw-Hill School Education Group will continue to support districts by providing resources such as:

   Annual New Teacher Training
   On-site, Consultant-lead Workshops
   Webinars
   On-line Training
   SEG Digital Technical Support

The following two sections apply only to digital materials. If the materials being submitted are in print only, please check the box below and skip the *Hardware and Equipment* and *Licensing* sections. If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

☐ The program being submitted is print only.

HARDWARE AND EQUIPMENT

4a. WHAT HARDWARE/EQUIPMENT IS REQUIRED?
Briefly list and describe the hardware and equipment needed to implement the submission in the classroom.

No hardware is required for the print product. All pieces are provided in print and digital formats. For digital formats, only online access is required.

4b. WHAT HARDWARE/EQUIPMENT IS PROVIDED?
Briefly list and describe the hardware and equipment that accompanies the core reading program.

No hardware is provided.

4c. IS THE PRODUCT AVAILABLE IN E-READER FORMAT OR SMARTBOARD COMPATIBLE? IF SO, WHAT DEVICES IS IT COMPATIBLE WITH? (iPAD, NOOK, KINDLE, ETC.)

LEAD21 is available in eReader format and is Smartboard compatible. Differentiated Readers, eTools, ePractice and Theme Readers are provided with audio, word tracking, interactive glossaries, eCoaches, etc., and display in Flash which is not compatible with iPad. All PDF materials such as Teacher Editions, ancillaries, etc. are not in Flash and are compatible with multiple devices.

4d. WHAT REPORTING STRUCTURES ARE IN PLACE FOR TEACHERS TO TRACK STUDENT USAGE, MASTERY, OR OTHER RELEVANT DATA?

Wright Group LEAD21 eAssessment allows students to take placement and Benchmark assessments online. The system scores the assessments and provides prescritpive data to teachers from the student, skill and standard level. Remediation suggestions and ePactice activities and be assigned to help students master standards.

4e. WHAT ADDITIONAL FEATURES OR OPTIONS ARE AVAILABLE THROUGH YOUR PRODUCT FOR CUSTOMIZING LEARNING?

LEAD21 has partnered with Intel Companion Touch 10 Computers and is pre-loaded for districts choosing to purchase a digital-only option and/or a print/digital option. Companion Touch 10s are small, durable laptop/tablets that allow students to access all LEAD21 materials, interactive activites, eAssessments, Online Coaches, etc. and provides teachers with technology for planning, instructing and presenting.

LICENSING

5a. WHAT SET-UP AND ONGOING SUPPORT AND LICENSING FEES APPLY TO THE DIGITAL COMPONENTS OF THE PROGRAM?

Standard Technology Suite is included in the price of the Classroom Package.

5b. WHAT LICENSING STRUCTURE DOES THE PROGRAM UTILIZE?
Per-student model, building model, concurrent seat model, corporation model, etc.

Classroom or Building Models

5c. IF STUDENT ACCOUNTS ARE NECESSARY, WHO IS RESPONSIBLE FOR MAINTAINING STUDENT REGISTRATION, CREATION, AND ACCESS?

Teachers have the capability to create and manage their own classrooms.

5d. IS THE PRODUCT AVAILABLE FOR STUDENT USE 24/7?

Yes